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if the local decision would be to not engage in full-day kindergarten because, perhaps, there wasn't the need, we should abide by that. And we just need to be careful in terms of spending limited resources. Thank you, Mr. President.

SENATOR CUDABACK: Thank you, Senator Smith. Senator Redfield.

SENATOR REDFIELD: Thank you, Mr. President, members of the body. I want to read you some quotes from studies that have been done. This one comes from the National Center of (sic) Education Statistics. By far the most comprehensive study of educational growth is the Early Childhood Longitudinal Study conducted by the National Center for Education Statistics. This study tracks 22,782 students in 1,277 schools who entered kindergarten in 1998. The 2004 report found an effect from all-day kindergarten, but not the one advocates were expecting. Students who had attended full-day kindergarten actually scored slightly worse in reading, writing, and science. The study I referred to earlier conducted by a Nebraska teacher: In a straight-up comparison between half-day and all-day kindergarten in a Nebraska school district, results show that the half-day pupils scored higher in everything but reading. The half-day pupils scored higher in everything but reading. The half-day kids were better in math, writing, originality, independent learning, involvement, productivity with peers, and approaches to the teacher. They had the least amount of inattentive classroom behaviors, and their teachers had higher academic expectations of them. According to the National Center for Education Statistics, studies have shown slight academic advantages for full-day kindergarteners over their peers in half-day programs, but no differences are discernible by the end of third grade--the wash-out effect. Another study: Children who spent more hours per week in nonparental childcare had more behavior problems, including aggression, defiant, and disobedient behavior in kindergarten. That's according to the National Institute of Child Health and Human Development, which studied more than 1,300 children in ten states over seven years. Longitudinal studies of at-risk students show that gains made during all-day kindergarten in the kindergarten year wash out by the end of the first grade year. This was Martinez, 1991. Students in half-day programs show less dependency and failure